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Cooperation with the charges' families as a component of functionality of re-socialization institutions for minors

Współpraca z rodzinami wychowanków jako element
funkcjonalności instytucji resocjalizacyjnej dla nieletnich

Streszczenie

Sprawne działanie instytucji resocjalizacyjnej jest warunkiem jej rozwoju oraz istotnym czynnikiem prawidłowego przebiegu życia społeczności, która w jej obrębie funkcjonuje. Skuteczność instytucji resocjalizacyjnej zależy od wyraźnie i jednoznacznie określonego celu przez nią przyjętego, jej organizacji wewnętrznej i podziału pracy oraz uniezależnienia czynności służbowych od osobistych interesów pracowników, a także pozostawania przez nią w dającej się obiektywnie ustalić zgodzie z celami i zadaniami, dla realizacji których została powołana, wysokiej integracji wewnętrznej, sprawnej kooperacji z instytucjami z nią współpracującymi oraz środowiskiem zewnętrznym. Umożliwia to uzyskiwanie zamierzonych, społecznie pożądaných rezultatów oraz dążenie do wspólnego celu w procesie uzgadniania różnych czynności. Ważnym elementem funkcjonalności instytucji resocjalizacyjnej jest współpraca ze środowiskiem rodzinnym jej wychowanków. Rodziny nieletnich sprawców przestępstw charakteryzują się cechami utrudniającymi prawidłowy przebieg wychowania, co w rezultacie doprowadza do przestępczości dzieci. Wśród tych cech są zarówno strukturalne właściwości rodzin, jak i cechy związane z emocjonalnym stosunkiem do dziecka oraz

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kompetencjami rodzicielskimi i metodami wychowawczymi. Cechy pozastrukturalne można w określonych warunkach modyfikować. Jest to zadanie trudne, szczególnie, gdy inne instytucje nie uczestniczą w pomaganiu rodzinie. Włączenie rodzin wychowanków instytucji resocjalizacyjnej w proces jej oddziaływań korekcyjnych, warunkować może jakość realizowanych w niej zabiegów edukacyjnych i stać się istotnym wyznacznikiem racjonalnego organizowania i korygowania postępowania kreującego właściwe i reformującego społecznie nieaprobowane zachowania dzieci i młodzieży.

Słowa kluczowe: rodziny nieletnich sprawców przestępstw, instytucja resocjalizacyjna, funkcjonalność.

Abstract

Efficient functioning of a re-socialization institution is a condition of its growth and key factor of appropriate course of the community life that within its structure. Its efficiency relies on explicitly, clearly acknowledged objectives, its internal organization and division of workload as well as the independence of the professional tasks from the personal interests of the staff. Moreover, it tackles the conformity of the staff aspirations with aims and assignments for the accomplishment of which such a structure has been established, entailing high internal integrity, productive cooperation with other facilities and the external environment. It enables the achievement of the projected and socially desired outcomes as well as the accomplishment of common goals upon arrangements of various activities. Cooperation with the family environment of the charges constitutes a key element of the functionality of every re-socialization institution. It must be remembered that parents of the juvenile delinquents manifest features disabling the appropriate course of the upbringing, which consequently can lead to the children's criminogenic lifestyle. Such features concern structural properties of the families, qualities related to the emotional attitude to their child, parental competences and last but not least – upbringing methods. Non-structural features can be subject to modification in given circumstances. Nonetheless, it is a challenging task particularly when institutions do not participate in the process of family support. Inclusion of the charges' parents in the process of its correctional activities can condition the quality of educational measures accomplished within, becoming a key indicator of a rational organization and correction of behavior, reforming socially maladjusted behaviors of children and teenagers.

Keywords: juvenile delinquents, parents of juvenile delinquents, re-socialization institution, functionality.

Functionality of the re-socialization institution¹

The basic objective of the re-socialization institution is the re-socialization of socially maladjusted individuals. It takes place in the course of planned and purposeful influences of the tutors, who apply appropriately designed methods and schemes in a given environment. Both those subject to re-socialization, as well as those re-socializing, remain in a mutual relationship defined by the theoreticians as interpersonal relations².

Consequently, tutors, charges, and their bilateral relations constitute, in a given physical and social surrounding, the upbringing and educational reality. The latter is defined within the framework of re-socialization systems exposing its complex nature, entailing all the elements within, as well as the relations that emerge in such circumstances. The scope of re-socialization activities predominantly concerns four objectives, i.e. suppression of the causes of a personality disturbance of a given charge, elimination of the negative changes to the personality, consolidation of the achieved corrective outcomes, as well as inspiring and motivating the re-socialized individuals to self-development³.

Thus, the process of re-socialization does not come down to the accomplishment of a goal to socialize a socially maladjusted individual to a possibly optimal and furthest extent, as it rather concerns a system of activities taking place within three areas, i.e. the structural, functional and procedural ones, embracing structure of all the measures, functions and goals undertaken by the system within each and every action, taking into account optimal procedures, methods and techniques such systems provide.

The efficiency of a system of re-socialization institution activities is defined by features of its members and its structure. They are referred to as communication, integration and cooperation, i.e. the process of achieving a common objective and, on the other hand, the process of arranging various activities. Consequently, high integrity and efficient cooperation enable accomplishment of purposeful and socially desired outcomes⁴. Within the framework of upbringing institutions, the processes of cooperation and integration emerge by the means of educational relations, as well as on the ground of formal and informal social organization. Therefore, it is possible to carry out tasks that conform with the social expectations acknowledged by the participants of a given institution. The

¹ The notion of "social rehabilitation/correctional facility" will be hereby referred to as a re-socialization institution.

² J. Kurczewski, *Patologia interakcji międzyludzkich*, Wydawnictwo PWN, Warszawa 1976, p. 282.

³ C. Czapów, S. Jedlewski, *Pedagogika resocjalizacyjna*, Wydawnictwo PWN, Warszawa 1971, pp. 27–40.

⁴ C. Czapów, *Elementy funkcjonalności instytucji*, Książka i Wiedza, Warszawa 1974, p. 34.

latter provides a framework for a common effort of a team of persons having access to material resources that enables the accomplishment of such activities⁵.

The functions of educational and/or care-giving relations result from the existence and the nature of its elements, i.e. the components of its, more or less, efficient structure. The system of communication and information in a structure of a given institution creates interactions between its participants and is subject to its appropriate distribution. This, in turn, should enable effective organizational communication ensuring positive coordination of activities, arranging cooperation in such way so each member of the system could receive and send information, on the grounds that its flow ensures the conditions for accomplishing tasks together. The meaning of the information that conveys communicative contents of the structure of an institution is of double character. First, due to communicating what should be done and what could be the consequence of its negligence, the actions of the members of the institutional system are directed and oriented at specified goals, and second – it inspires and motivates action by evoking emotions⁶.

The functionality of the system does not solely result from the communication relations. Apart from the process of stimulation it also concentrates on the accomplishment of given tasks generating reaction to a stimulus. The structure of the institutions is defined by the division of work that consequently results in organizational roles fulfilled by the members of the system. As far as this aspect of the structure of the institution is concerned there is a vertical division upon which partial tasks are fulfilled, as well as horizontal one, entailing cooperation for the sake of a common goal upon accomplishment of given phases of homogenous process of task fulfillment⁷.

The cooperative structure of the institutions embraces executive and management activities, which are composed of actions preparing to finalization, referred to as designing, decision making and controlling. Designing takes place within the structure of undertaken activities, functions and objectives as well as its optimal application. It comes down to acknowledgement of assumptions feasible in given circumstances, providing a diagnosis, establishing executive teams and functions, assigning partial tasks and working out coordination of the activities of teams and individuals. The outcomes of such designs are provided as decisions on the principles of its realization, whereas the process of controlling investigates the conformity of undertaken tasks with the agreed project and accepted criteria of its accomplishment, correcting its probable deviation from the

⁵ Ibidem, p. 19.

⁶ C. Czupów, *Wychowanie resocjalizujące*, Wydawnictwo PWN, Warszawa 1978, p. 86; K. Zimniewicz, *Współczesne koncepcje i metody zarządzania*, Polskie Wydawnictwo Ekonomiczne PWE, Warszawa 2009, pp. 106–117.

⁷ C. Czupów, *Wychowanie resocjalizujące...*, op. cit., pp. 90–91.

assumed plan of actions⁸. The assessment of the functionality relies on the assessment of the accomplished task. Therefore, it consists of the degree of conformity between the actual accomplishment and the projected one, as well as the manner of realization enabling accomplishment of other tasks⁹.

Families of the charges of re-socialization institutions

The theories explaining the causes of behavioural disturbances, and the subsequent juvenile delinquency, strongly stress the view of the overwhelming impact of the family environment. It is the most common perspective this provides a foundation for practical solutions within prevention, therapy and resocialization¹⁰. It exposes the pathological characteristics of family conditions, conflict between parents, genetic personality shaping factors, different degrees of the effect of material factors, parenting and care-giving styles applied by the parents, as well as inappropriate parental attitudes and interpersonal interactions in a given family¹¹.

Family conditions that are destructive to a child can contribute to the occurrence of behavioral disturbances manifested as anxiety, fear, neuroticism, frequent fights, harassment, cruelty, anger, quick and bad temper, rebellion, disobedience, negativism, aggression, deceitful activities, anti-social attitudes and delinquency. They result from, amongst other things, the disapproval of a child by its own parents, a lack of counseling and motivational strategies, discrepancies between parent's and children's aspirations, restrictive control, forcing children to display behavior not corresponding to their needs, a lack of partnership and support as well as the manifestation of humiliating and degrading behaviours¹².

⁸ L. Pytka, *Pedagogika resocjalizacyjna*, Wydawnictwo Akademii Pedagogiki Specjalnej, Warszawa 2008, p. 195.

⁹ C. Czapów, *Elementy funkcjonalności...*, op. cit., p. 19.

¹⁰ B. Urban, *Zaburzenia w zachowaniu i przestępczość młodzieży*, Wydawnictwo Uniwersytetu Jagiellońskiego, Kraków 2000, p. 161.

¹¹ T.J. Dishion, D.C. French, G.R. Patterson, D. Cicchetti, *The development and ecology of anti-social behavior*, John Wiley & Sons, New York 1995, t. 2.; *Risk, disorder, and adaptation*, pp. 421–471; D.P. Farrington, A.R. Piquero, W.G. Jennings, *Offending from Childhood to Late Middle Age: Recent Results from the Cambridge Study in Delinquent Development*, Springer, New York 2013; F. Rothbaum, K. Rosen, T. Ujiie, N. Uchida, *Family Systems Theory, Attachment Theory, and Culture*, "Family Process" 2002, № 3, pp. 328–350.

¹² C.O. van der Bruggen, G.L. Stams, S. M. Bögels, *Research review: the relation between child and parent anxiety and parental control: a meta-analytic review*, "Journal of Child Psychology and Psychiatry" 2008, № 49(12), pp. 1257–1269; P. Prinzie, G.L. Stams, M. Deković, A.H. Reijntjes, J. Belsky, *The relations between parents' Big Five personality factors and parenting: a meta-analytic review*, "Journal of Personality and Social Psychology" 2009, № 97(2), pp. 51–62; F. Rothbaum, J.R. Weisz, *Parental caregiving and child externalizing behavior in nonclinical samples: a meta-analysis*, "Psychological Bulletin" 1994, № 116(1), pp. 55–74.

Thus, the causes of anti-social and delinquent behaviors directly result from family interactions found in the rejection, a lack of concentration on a child, a low level of control of its behavior, application of harsh upbringing and parenting practices, as well as violence and the repercussions of conflicts in the marriage¹³.

As far as the research on juvenile delinquency is concerned, it has been acknowledged that behavioral disturbances observed in early childhood are permanent and can escalate during adulthood. Minors with early emergence of juvenile delinquency activities are responsible for the half of the crimes committed by adolescents, and the majority of the violent crimes against human life and health¹⁴.

The research also proves that children of anti-social and criminal parents manifest tendencies to repeat their criminal activities. Intergenerational transmission of crime constitutes a part of a wider scope of deprivation and anti-social conduct, particularly under circumstances when another generation lives in dysfunctional families, subject to poverty or a deprived local environment. Environmental and genetic mechanisms as well as stigmatizing social reactions also contribute to the empowered impact of criminogenic parents on their offspring's juvenile delinquency¹⁵.

Amongst key indicators of the quality of the family upbringing atmosphere, scholars stress surveillance of children's behavior, parental discipline and support adequate and proportionate to the children's behaviour, positive emotional relations between the parents and their children, or parental engagement in children's matters. A lack of control over their own children, harsh and punitive discipline as well as rejection of their own child and emotional distance can cause the emergence of anti-social and criminogenic behaviors¹⁶.

Moreover, taking into account the correlations regulating juvenile delinquent behaviors a significant role is played by self-control, defined as a life-long, permanent tendency to the suppression of direct egoistic desires, for the sake of designing long-term goals and positive relations with other people¹⁷. The

¹³ D.P. Farrington, *Family influences on delinquency*, "Journal of Research in Crime and Delinquency" 2013, № 49(3), pp. 203–222; A.R. Piquero, D.P. Farrington, A. Blumstein, *Key Issues in Criminal Career Research: New Analyses of the Cambridge Study in Delinquent Development*, Cambridge University Press, Cambridge 2007.

¹⁴ T.E. Moffitt, A. Caspi, *Childhood predictors differentiate life-course persistent and adolescence-limited antisocial pathways among males and females*, "Development and Psychopathology" 2001, № 13(2), pp. 355–375.

¹⁵ D.P. Farrington, B.C. Welsh, *Saving Children from a Life of Crime: Early Risk Factors and Effective Interventions*, Oxford University Press, Oxford 2009, pp. 53–70.

¹⁶ J.C. Howell, *Preventing and Reducing Juvenile Delinquency: A Comprehensive Framework*, Thousand Oaks Sage Publications, New York 2009, pp. 119–122.

¹⁷ S.S. Feldman, D.A. Weinberger, *Self Restraint as a Mediator of Family Influences on Boys' Delinquent Behavior: A Longitudinal Study*, "Child Development" 1994, № 65, pp. 195–211; G.M. Kapalka, *Parenting Your Out-of-Control Child: An Effective, Easy-to-Use Program for Teaching Self-Control*, New Harbinger Publications, Oakland 2007, pp. 145–151.

origin and development of self-control predominantly stems from the process of the child's socialization in the family circle rather than from factors related to personality or psychopathology¹⁸. It proves that family determinants and the degree of self-control are concerned as legitimate predictors of delinquency upon adolescence¹⁹.

The family environment of the charges of re-socialization institutions is specified by an accumulation of stress-triggering factors, as well as situations causing emotional distress such as the loss of employment by one or both of the parents, financial difficulties, a deterioration of material conditions, alcohol abuse by parents or drug abuse by the children, the excessive strain of domestic duties assigned to one person, school problems, verbal and physical violence, chronic diseases, increased medical expenses, new relationships of one of the parents, loss of family property, disturbance within the process of communication including screaming, insulting, mutual blaming, sarcasm and criticism.

Many parents do not undertake any actions in order to deal with the problems of their children. They rather apply defence mechanisms such as screaming, punishment, pretending there is no problem, as well as putting the blame on the school, other institutions, colleagues or biological factors. They do not ask for help, seemingly accepting the difficult situation claiming there is nothing that can be done in the case of misfortune and life will just go on, or problems will solve themselves naturally. They do not utilize professional assistance, considering meetings with school authorities as a necessary evil, or even malice towards themselves and/or their child. They often question their own upbringing and parental competences. Moreover, the overwhelming majority does not seek support from members of the family or counseling institutions.

From the perspective of parents' attitude towards cooperation with re-socialization institutions in which their children remain, their readiness to engage in active support for their offspring, as well as positive modification of the family upbringing circumstances, there are four types of family environments²⁰.

The first type refers to families functioning in a strong coalition with their child against an institution, deeply demoralized and unwilling to change their current destructive lifestyle subject to strong family myths, concurrently neglecting the need of re-socialization.

The second type characterizes families passing the responsibility for their own child onto resocialization institutions; hence they remain separated from the child, lacking motivation to change, but willing to "get rid of the problem".

¹⁸ G.R. Patterson, *Families: Applications of Social Learning to Family Life*, Research Press, New York 2005.

¹⁹ T. Brezina, *Adolescent maltreatment and delinquency: The question of intervening processes*, "Journal of Research in Crime and Delinquency" 1998, № 35, pp. 71–99.

²⁰ V. Będkowska-Heine, *Konsultacja rodzinna jako środek stymulujący resocjalizację*, Wrocławskie Wydawnictwo Naukowe Atla 2, Wrocław 2008, pp. 112–113.

Thus, they treat the institution as a savior from the troubles, blaming it at the same time for all the failures, yet remaining indifferent to the idea of becoming engaged in the re-socialization.

The third type describes families seemingly participating in the process of re-socialization, whereas in fact they do not get involved at all, unwilling to face problems, in this way coming across as nice and kind, yet faking changes and manipulating the surrounding.

The fourth type, the most desirable, concerns those families which cooperate with re-socialization institutions, feeling helpless but still recognizing and acknowledging the necessity of changes and realizing the meaningfulness of re-socialization, while taking care of own child.

Opportunities for cooperation between re-socialization institutions and charges' families

Investigation into the re-socialization outcomes of agendas shaping parental skills and competences prove that their growth and quality improvement result in better control of the parents' own lives, seeking professional counselling²¹, subsequently contributing to the reduction of the children's anti-social behavior, particularly at the early stage of such a disturbance²².

Intervention into the parental systems of upbringing can provide a foundation for institutional strategies of re-socialization, modifying dysfunctions and activating parents and minors at the same time²³. A well-designed, explicit, dynamic re-socialization, family-based model favours the emergence of the effect of generalization. Therefore, it must be remembered that upbringing success in one area positively influences the outcomes within other ranges of parental activities. Improving parental competences can be accomplished upon education and counselling, as well as accompanying a family in going through difficult situations, traumas and crises²⁴.

²¹ P.B. Cunningham, S.W. Henggeler, M.J. Brondino, *Testing underlying assumptions of the family empowerment perspective*, "Journal of Child and Family Studies" 1999, № 8(4), pp. 437–449; S.W. Henggeler, G.B. Melton, M.J. Brondino, D.G. Scherer, J.H. Hanley, *Multisystemic therapy with violent and chronic juvenile offenders and their families: The role of treatment fidelity in successful dissemination*, "Journal of Consulting and Clinical Psychology" 1997, № 65(5), pp. 821–833.

²² S.J. Huey Jr., S.W. Henggeler, M.J. Brondino, S.G. Pickrel, *Mechanisms of change in multisystemic therapy: reducing delinquent behavior through therapist adherence and improved family and peer functioning*, "Journal of Consulting Clinical Psychology" 2000, № 68(3), pp. 451–467.

²³ J. McCord, *Cures that Harm: Unanticipated Outcomes of Crime Prevention Programs*, "Annals of the American Academy of Political and Social Sciences" 2003, № 587, pp. 16–30.

²⁴ L.A. Jason., D.S. Glenwick, *Methodological Approaches to Community-Based Research*, American Psychological Association, Washington 2012; W.H. Quinn, *Psychology Press Family*

Within the agenda of correctional activities, re-socialization institutions take into account providing support for the families in carrying out upbringing functions as far as avoidance of situations involving risk is concerned, planning the educational and professional career as well as undertaking (in agreement with the children) intervention in cases of behaviours jeopardizing their health or life. The re-socialization strategies therefore embrace: broadening parental abilities and opportunities favouring the process of managing one's own family, promoting attitudes and behaviours enabling a child to function in accordance with social norms, supporting and providing them with knowledge, teaching new skills, managing the process of family self-education, searching for, developing and applying assets within the family structure, introducing new elements to the family system, and last but not least – supporting and expressing understanding in the process of implementing changes.

Such influences emerge from the project of introducing elements of systemic family therapy into the re-socialization practice. The main goal in this regard is to improve and strengthen the bonds between a minor and the parents as well as the elimination of the repercussions of parental negligence²⁵. Activities with parents rely on educational and supportive measures, whereas activities with minors derive from influences oriented on shaping the mechanisms of behavioral self-control within the framework of an organized group of a socio-therapeutic nature. The latter requires from the participants of such a workshop to present resilience and consistency, i.e. features maladjusted children and their dysfunctional parents usually do not display. Hence, such activities do not generate efficient outcomes due to the frequent absences of the parent(s) or child(ren)'s absence or difficulties in stabilization of the group.

Restoring the family's possibilities of upbringing potential, as well as liquidating causes and consequences of upbringing mistakes are feasible and efficient only when the re-socialization of a minor is defined as a family matter and becomes an objective all family members contribute to, and become engaged in. Cooperation with a re-socialization institution is undertaken only by those families that manifest motivation towards changes, noticing and acknowledging the meaningfulness of re-socialization. Such parents care for their own offspring, making efforts to guide them positively and constructively, demanding certain activities and attitudes to be displayed, remaining committed to their own child,

Solutions for Youth at Risk: Applications to Juvenile Delinquency, Truancy, and Behavior Problems, Brunner – Routledge, New York 2004, pp. 45–72.

²⁵ J.F. Alexander, V.B. Parsons, *Short-term behavioral intervention with delinquent families: Impact on family process and recidivism*, "Journal of Abnormal Psychology" 1973, № 81(3), pp. 219–225; E. Brank, J. Lane, S. Turner, T. Fain, A. Sehgal, *An Experimental Juvenile Probation Program: Effects on Parent and Peer Relationships*, "Crime & Delinquency" 2008, № 54(2), pp. 193–224; C.R. Partridge, M. Gavazzi, E.E. Rhine, *Working with the families of serious juvenile offenders: The Growing Up FAST parole program – Contemporary family therapy*, Springer, Columbus 2001.

seeking institutional assistance and psychologically comprehending the seriousness of the matter.

The process of cooperation begins from the moment of confrontation with the child's situation, as well as the causes and repercussions of the juvenile delinquency. It helps to release emotions, explain the accumulated problems, make the child's parents aware of the causes and consequences of breaching the law, assess the impact of the consequences of the crimes for the minor and their family members, determine the opinions of the family members concerning the source of current matters and the cause of such dysfunction, who is to blame for such situation, what has changed in the life of the minor and the family after the crime has been committed, what should happen in the future in order to avoid further delinquencies, how to influence the course of events, what has been done and what can be done in order for the crime not to be repeated. Moreover, parents as well as the minor should realize what are the matters that require modification, what could be the first stage to such a process, who is the role model displaying the greatest motivation to undertake re-socialization activities, what are the common values in a given family, how its members perceive the reality around, how it looks from the child's perspective and how the latter defines the world around.

Emotional tensions accompanying parents and their children upon launching cooperation with the re-socialization institution requires that the tutor displays a lot of empathy, an ability to enter the family world with sensitivity, and perseverance of their advantages that can provide a foundation for the process of mutual assistance. Moreover, they should be persistent in encouraging a clear vision of the assessments of drawbacks and assets for all the family members resulting from the act of crime committed by the minor, as well as its placement in a facility, making the family members aware that it can significantly contribute to the suppression of further criminal acts, stimulating the motivation towards re-socialization.

On the other hand, family members should undertake the challenge to classify factors favouring further juvenile delinquency of a minor as well as factors that can provide a protection, both originating from the individual and the family history, features of the character, stress-related circumstances, society at large, the closest surrounding, juvenile patterns of behaviour, circle of closest friends, neighbours, school, school colleagues, TV influence or patterns of spending free time.

Consequently, the risk of further delinquency is strengthened by generational alcoholism, individual differences in temperament, hostility, difficulties in following the rules, fights, access to drugs, contact with colleagues displaying criminogenic lifestyle, participation in anti-social groups, as well as overwhelming and omnipresent boredom. Estimating the power of their destructiveness can help in the assessment of the necessity and possibility to eliminate the

most risky factors, limiting the range of impact of the less dangerous or ignoring the least significant in this regard.

Thus, the successful process of re-socialization relies on the upbringing potential stemming from family bonds, the economic sense of security resulting from having employment, physical activity, access to facilities allowing the spending of spare time culturally, common sense, support, optimism, sense of humour or enjoying the presence of those with positive approach to the family and the child. Upon calculating the chances for re-socialization by the minor and his/her parent, it is possible to provide and establish an own, family definition of a successful adult life that embraces life objectives, roles and different tasks. Thus, family members determine the components of a happy and trauma-free adulthood, taking into consideration the goals of the parents and the child. It can tackle employment, a satisfying family life, healthy eating habits, passionate hobbies, having close and loving persons and plans for the future, things or achievements one is proud of, living in a safe area, thinking before doing, making predictions as to the outcomes of own actions, as well as high social status, or education.

Upon the description of family goals and ways of its comprehension, a given family is able to determine whether the present circumstances allow the achievement of such objectives, which of the basic areas of activities of the minor help in the fulfillment of the assigned social roles favouring the accomplishment of a successful adult life, and formulate the foundation for the process of independent, individual decision-making. It therefore concerns the analysis of the circumstances of the minor that led to committing a crime as well as reflection on how to avoid making destructive choices. It provides a point of departure for confrontation with the loss, suffering and damage of the victims, as well as for designing ways of compensation for the damages done by the committed crime.

Parents with their child analyze the damage, taking into consideration to whom and what kind of hurt was done by a minor in order to compensate not only to the direct victims of a crime, but also to the indirect victims, such as their own family and the closest relatives whose interest was subject to damage. As a perpetrator of the criminal act, a minor is undoubtedly responsible for their own actions, whereas the extenuating circumstances can solely explain the crime, but not justify it. The victim has the right to compensation and the perpetrator has to face their duty to pay the compensation. It must be therefore remembered that a minor is in a conflict not exclusively with the system of justice, but predominantly with the victims. A realistic plan of action for the future and determination of the possibilities of its accomplishment, established by a minor and the family, can significantly contribute to the resolution of the existing antagonisms. Thus, family members should undertake a precise and explicit commitment to define the conditions of everyday arrangements, such as the time of coming back home in the evening, keeping promises, improving school results,

undertaking work activity or a therapy, establishing an environmental network of support, indicating persons and institutions that provide support in crisis, monitoring the process of compensation of the minor and stimulating other family members to provide help for such youth. It could undoubtedly contribute to the pool of arguments in the process of applying for court decision suspending the sentence of placing such minor in a re-socialization institution.

Summary

Cooperation by re-socialization institutions with parents of the charges comes across many difficulties. Only a small percentage of parents are willing to participate actively in the process of re-socialization of their own children, whereas many of them do not possess appropriate skills and abilities. Some consider the period of placement in a re-socialization institution as something natural, whereas others do not admit having a child sent to a such facility, afraid of becoming a subject of social stigmatization. Sometimes they are satisfied their child does not suffer from the privation they are exposed to in the family home, and that it is separated from the negative influence of the peer environment, with no access nor opportunity to experiment with drugs or alcohol. Moreover, they believe that thanks to such a facility their child could successfully complete their education and be able to gain professional skills that will help to get a good job in the future. There are also parents who treat the tutor with hostility, not considering the juvenile delinquency of their own child in the context of the fault of the latter, but solely as a punishment. Others manifest helplessness, separating their conscience from the sense of parental control, becoming unwilling to accept assistance defining their own dysfunctional reality and abstracting it from the reality free from pathology, unreachable to them.

On the other hand, there are also the parents of a newly emerging group of the charges. Such parents are wealthy, well educated, often with legal background, strongly convinced that they will manage on their own to get their children out of the troubles. They do now acknowledge the fact that they are to blame for the criminal act of their offspring, which was nothing but a desperate attempt to draw their attention or to measure parental resistance to the next steps on the way to test the borders of deviation.

Re-socialization institutions, apart from defining unambiguous forms of cooperation with the parents of the charges in the process of re-socialization, endeavor to encourage the family members to participate in integrated activities for the sake of the minor. Such attempts vary from getting in touch with the family members interested in such a form of engagement, through the commitment to provide support within the system of justice concerning a minor, to offering small gifts or meals upon the visits of the parents of a given minor.

It is therefore worth making the effort to engage parents in re-socialization works with their offspring, applying various methods and measures, as cooperation with the charges' family contribute on one hand to educational and correctional accomplishments within a given facility, but on the other – supports the appropriate establishment of the closest social surrounding of a minor, where s/he shall function after leaving the facility. Inclusion of the charges' families in the process of re-socialization activities also conditions the quality of performed educational tasks, becoming a key factor in a rational foundation as well as the correction of socially maladjusted behaviours of children and teenagers.

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